



letta
learn together

The LETTA Trust Strategic Plan 2024-2029

Educational excellence underpinned by
financial and operational rigour

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela



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“Education is for improving the lives of others and leaving your community and world better than when you found it.”

Marian Wright Edelman



Introduction from Peter Sherratt, Chair of the Board of Trustees, and Jo Franklin, Chief Executive

The LETTA Trust's Strategic Plan for 2024-2029 reflects our commitment to social equality. It sets out the route-map to fulfilling our core purpose and ensuring children achieve excellent educational outcomes; outcomes that give them choices and enable them to go and lead a good life. The 4 strategic goals in the plan enable us to address national educational priorities and local needs in our schools. This includes our openness to growing the Trust and working as a larger collaborative group. Our priorities include:

- Addressing the deepening of pre-existing inequalities since the pandemic. We seek to improve the educational, health and wellbeing inequalities in our schools
- Providing a well-structured curriculum with knowledge and skills in all subjects carefully sequenced and organised so that learners can link key concepts. We wish to improve provision for pupils in the Early Years and those with SEND
- Giving the highest priority to professional development for all staff and bespoke school improvement support. We wish to nurture inspirational leadership and develop aspiring future leaders, school leaders and executive leaders
- Working closely with school partners; for staff to work together developing the very best education for our young people; supporting each other and sharing practice. We are growing a stronger future-proof school group
- Delivering financial and operational rigour, the strong foundations for educational excellence in our schools
- Fulfilling our civic duty. We look for opportunities to serve, to work alongside community organisations, local authorities and other school trusts on local priorities

At LETTA, our structure gives school leaders the freedom to focus on children and families in their community and the quality of education in their schools. We continue to develop the central operations team and the systems that provide the solid foundations of financial and operational rigour to build upon.

The southern African philosophy of Ubuntu is our guiding principle. It speaks of the importance of relationships and generosity to one another and it is in this spirit that we are very much looking forward to the next five years of partnership, improvement and success.



Peter Sherratt



Jo Franklin



Vision, Values and Ethos

LETTA Trust schools are committed to working in partnership and learning from and with each other. Together we strive to give children the best chance of happiness and success at school and beyond; to growing active citizens with a strong moral compass who will make a positive difference in the world. Our vision is a promise to our pupils; our values determine how we work together.

Our vision is that every child in every school in our trust:

- Loves learning, achieves their very best, has fun at school and feels excited about the future
- Knows how to make friends and get along well with people; to treat them with fairness, compassion and respect
- Grows healthy and strong, believes in themselves and has the confidence and resilience to follow their dreams
- Feels part of their community, proud of their school and inspired to make a positive difference in the world

Our values determine how we work together:

- **Aspiration:** aiming high; broadening horizons; creating possibilities
- **Innovation:** taking risks; daring to be different; pioneering research; shaping the future; leading the way
- **Equality:** inclusive; excellence for all; celebrating diversity; equity; all for one and one for all!
- **Generosity:** open doors; collaboration; challenge and support; community-minded; team spirit; Ubuntu

Ubuntu

Our guiding principle is the philosophy of Ubuntu; a southern African philosophy that speaks of our interconnectedness, of the importance of relationships, of openness and generosity to one another.

“Ubuntu does not mean that people should not enrich themselves. The question is: Are you going to do so in order to enable the community around you to be able to improve?”

Nelson Mandela

“I am who I am because of who we all are.”

Leymah Gbowee



The LETTA Trust Strategic Goals 2024-2029

1. Strategic goal for education

Schools where the educational experience is inclusive, learning is irresistible and every learner succeeds

2. Strategic goal for people

People who are motivated, passionate about their work, cared for and given opportunities to learn and progress

3. Strategic goal for partnerships and growth

A highly collaborative group of schools committed to community engagement and partnership working that improves the quality of education for all

4. Strategic goal for financial and operational rigour

Educational success founded on a strong financial and operational model that ensures every penny impacts positively on our learners

*“Education is the passport
to the future, for
tomorrow belongs to those
who prepare for it today.”*
Malcolm X



1. Strategic goal for education

Schools where the educational experience is inclusive, learning is irresistible and every learner succeeds

Achievements so far:

- Bygrove and Stebon Primary Schools were graded 'outstanding' by Ofsted in 2023. Columbia Primary School was graded good, with some outstanding judgments, in 2023.
- The LETTA SCITT and apprenticeship provision were graded outstanding by Ofsted in 2024. At this point only 5% of apprenticeship providers had an outstanding grade
- Pupils in LETTA primary schools make outstanding progress from low starting points. They achieve well compared to their peers nationally by the time they go to secondary school
- Bygrove and Stebon Primary schools have Inclusion Quality Mark (IQM) awards. Bygrove and Stebon are IQM Flagship Schools. Pupils with SEND make excellent progress from their starting points in LETTA schools
- Typically disadvantaged pupils in our schools achieve better than other pupils nationally
- 100% of trainee teachers from the LETTA SCITT graduated with QTS in July 2024 and are now in employment as teachers. 98% also gained a PGCE. These figures are typical apprenticeship learner data
- Completion rates for LETTA apprentices are above national figures and increasingly apprentices are graduating with a Distinction grade
- The curriculum is broad, rich and well-structured. Each subject is carefully sequenced and learning is organised so pupils build a deep understanding of key concepts
- Typically pupils say they love learning and enjoy coming to school.



1. Strategic goal for education

Schools where the educational experience is inclusive, learning is irresistible and every learner succeeds

Objectives	Key performance indicators (KPIs)
<p>1.1 Our curriculum reflects the outcome of the curriculum review and prepares learners for the future including developing oracy, positive attitudes towards diversity and the safe ethical use of AI</p>	<p>1.1.1 Independent, qualified external consultant reports on curriculum quality 1.1.2 Ofsted inspection reports particularly sections in relation to the quality of education and personal development 1.1.3 Learner survey data on attitudes 1.1.4 Learner outcomes data 1.1.5 EDP Curriculum evaluation document</p>
<p>1.2 To carefully design an offer for learners with SEND across the Trust that is inclusive and bespoke to the needs of each learner including developing specialist provisions and central specialist SEND roles</p>	<p>1.2.1 Data including case studies shows learners with SEND make excellent progress from their starting points 1.2.2 National KS2 achievement data for pupils with SEND 1.2.3 Ofsted inspection reports particularly sections in relation to provision for learners with SEND 1.2.4 Information from monitoring of provision for learners with SEND 1.2.5 Independent, qualified external consultant reports on provision for learners with SEND 1.2.6 EDP Inclusivity evaluation document</p>
<p>1.3 To provide excellent early years provision that prepares children for their education journey including developing a central specialist Early Years' role</p>	<p>1.3.1 EY data for pupil outcomes is above local and national figures 1.3.2 Census data show EY classes at full capacity 1.3.3 Attendance data for the EY</p>
<p>1.4 To ensure we have an effective safeguarding culture and sufficient resources to respond effectively to the volume of concerns raised</p>	<p>1.4.1 Ofsted inspection reports particularly section on safeguarding 1.4.2 Safeguarding audit outcomes 1.4.3 Learner survey data relating to bullying and feeling safe 1.4.4 Attendance data</p>
<p>1.5 To design an evidence-based Pupil Premium plan focussed on addressing the impact of disadvantage on educational achievement and health and wellbeing</p>	<p>1.5.1 Data show 80% Learners working at ARE 1.5.2 National KS2 achievement data for disadvantaged pupils is in line with other pupils 1.5.3 Ofsted inspection reports particularly sections in relation to provision for disadvantaged learners 1.5.4 Information from the monitoring of adaptation of the curriculum and teaching strategies 1.5.5 Independent, qualified external consultant report</p>



	on provision for disadvantaged learners
1.6 To re-establish the covenant with parents that was diminished during the pandemic	1.6.1 Data from parents' surveys 1.6.2 Attendance data 1.6.3 Data relating to parental complaints 1.6.4 LETTA schools have active and supportive parents groups (PTAs, Friends of ...)
1.7 To maintain a collaborative culture of continuous improvement across all schools through self-evaluation, challenge, support and appropriate action	1.7.1 School self-evaluation documents 1.7.2 School improvement plans 1.7.3 Examples of effective collaboration between schools on school improvement plan priorities



2. Strategic goal for people

Highly motivated staff teams, passionate about their work, cared for and given opportunities to learn and progress

Achievements so far:

- LETTA is a people-centred Trust with a caring, friendly-feel in our schools
- LETTA runs a successful and popular Centre for Initial Teacher Training (SCITT) that was graded outstanding by Ofsted in 2024. The SCITT successfully trains over 50 new teachers annually on Early Years, Primary and Secondary training routes that include a SEND enhancement
- LETTA has set up apprenticeship provision that offers a successful L3 teaching assistant programme and a team leadership apprenticeship
- LETTA employs an HR Manager who supports schools and an expert external HR consultant when needed
- There is an embedded coaching culture across the Trust. Everyone has a regular 1-1 to help them develop and carry out their role to a high standard
- In 2022 the Trust was awarded the Investors in People Platinum award
- The LETTA People Strategy shows clearly shows how we support and develop the staff team
- In the September 2024 annual staff survey 89% people reported that LETTA has clear values. 89% also reported that they feel encouraged to perform to the best of their ability at work

“Find a group of people who challenge and inspire you, spend a lot of time with them and it will change your life forever.”

Amy Poehler



2. Strategic goal for people

Highly motivated staff teams, passionate about their work, cared for and given opportunities to learn and progress

Objectives	Key performance indicators (KPIs)
<p>2.1 To successfully recruit a diverse and versatile workforce who are well cared-for and well-informed from their first point of contact with LETTA</p>	<p>2.1.1 Recruitment data (staff and adult learner programmes) 2.1.2 What it means to be a LETTA employee document 2.1.3 Staff survey data relating to induction, communication and wellbeing 2.1.4 Farewell feedback data 2.1.5 Investors in People report</p>
<p>2.2 To ensure strong succession planning by retaining and developing staff members who are motivated and who achieve a good work-life balance</p>	<p>2.2.1 Retention and career development data 2.2.2 Ofsted report, in particular leadership and management section 2.2.3 Staff survey data relating to workload and motivation 2.2.4 Appraisal data 2.2.5 Staff attendance data 2.2.6 Investors in People report</p>
<p>2.3 To create a talent management strategy with career pathways and a rich professional learning offer for staff members in all roles including leadership development</p>	<p>2.3.1 Talent management strategy document 2.3.2 Career roadmap document 2.3.3 Staff data relating to opportunities for development and career progression, e.g. ITT and apprenticeship numbers 2.3.4 What it means to be a leader at LETTA document 2.3.5 Investors in People report</p>
<p>2.4 To ensure all staff, including those in schools joining the trust, benefit from regular supportive and developmental line management meetings (1-1s)</p>	<p>2.4.1 Staff survey data 2.4.2 Investors in People report</p>
<p>2.5 To develop and implement a communication strategy that enables meaningful 2-way communication with all staff members so that they remain updated and engaged in decision making relating to trust and school improvement</p>	<p>2.5.1 Communication strategy document 2.5.2 Annual EDP consultation 2.5.3 Evidence of other consultation 2.5.4 Evidence of feedback provided 2.5.5 Investors in People report 2.5.6 Annual staff survey data</p>



3. Strategic goal for partnerships and growth

A highly collaborative group of schools committed to community engagement and partnership working that improves the quality of education for all

Achievements so far:

- The LETTA Trust is born of a long history of partnership working that has been at the heart of the success of its schools
- LETTA schools work closely in partnership with approximately 30 school partners at any one time to deliver high quality school based ITT and apprenticeships
- Bygrove Primary School is a founder member of the Poplar Partnership group of schools that began life as an Education Action Zone in 2001. It is a successful partnership of ten local schools. Bygrove and Stebon play an active role in this group
- The Trust collaborates with Poplar Harca's community regenerations team on projects that benefit the local community such as the Saturday School delivered at Stebon Primary School
- Our schools have long standing relationships with business partners such as Citi and Morgan Stanley. These are of huge benefit to our schools
- The Trust employs a fundraiser to research and apply for bids and grants to enhance the quality of education in our schools
- The LETTA Trust supports the work of its local authorities in the best interests of children and families in East London

*“Alone we can do so little;
together we can do so
much.”*

Helen Keller



3. Strategic goal for partnerships and growth

A highly collaborative group of schools committed to community engagement and partnership working that improves the quality of education for all

Objectives	Key performance indicators (KPIs)
<p>3.1 To build a recognisable brand with a positive reputation where LETTA is known for its aspirational, inclusive, collaborative schools and excellent professional learning for staff</p>	<p>3.1.1 Ofsted reports 3.1.2 Teaching school hub data for programmes delivered by LETTA (ECTs, NPQs) 3.1.3 Click data analysis of online interest in LETTA 3.1.4 Data analysis of social media presence 3.1.5 Recruitment data for LETTA's adult learning programmes 3.1.6 Digital marketing strategy</p>
<p>3.2 To continue to forge meaningful partnerships with local schools and other business and community organisations</p>	<p>3.2.1 Stable number of informal school partnerships including new partners 3.2.2 Evidence of work carried out in collaboration with business and community partners 3.2.3 Sponsorship from the corporate sector and/or fundraising through bids/grant</p>
<p>3.3 To be selected by the Regional Director's team to support a school or small trust in challenging circumstances</p>	<p>3.3.1 LETTA is providing support to a school in challenging circumstance on behalf of the DfE 3.3.2 LETTA oversees a successful merger with a small trust 3.3.3 LETTA is working with a school through a Trust Partnership Agreement</p>
<p>3.4 That other schools including secondary and special schools choose to be part of the LETTA Trust group of schools</p>	<p>3.4.1 Increased expressions of interest from other schools 3.4.2 The LETTA Trust includes secondary provision 3.4.3 The LETTA Trust includes specialist provision 3.4.4 The Trust grows to 12 schools</p>
<p>3.5 To develop a strong track record of civic engagement in the local community including supporting the delivery of the government's opportunity agenda</p>	<p>3.5.1 Foundation degree and/or similar work based degree courses offered to the local community 3.5.2 Connecting Communities extension and sustainability 3.5.3 Evidence of delivery of projects supporting the Government's Opportunity Agenda</p>
<p>3.6 To contribute to the wider system by delivering high-quality teacher training and support for early career teachers through the Early Career Framework</p>	<p>3.6.1 SCITT recruitment numbers 3.6.2 Foundation degree recruitment numbers 3.6.3 ECT numbers 3.6.4 Examples of staff members from across the trust working outside their schools and contributing to system wide improvement</p>



4. Strategic goal for financial and operational rigour

Educational success founded on a strong financial and operational model that ensures every penny impacts positively on our learners

Achievements so far:

- The LETTA Trust operates a well-planned reserves policy and carries an uncommitted reserve of at least 5% for unplanned urgent expenditure
- LETTA schools set balanced in year budgets and use financial data to make longer term 3-5 year projections
- Staffing costs across the trust remain within the 70-80% window for future sustainability
- LETTA schools are audited for Health and Safety annually and are fully compliant
- The LETTA Trust delivers value for money. In 2022 we invited an SRMA audit and the assessor found that there were no further savings to be found in the budget
- There are strong financial and information management systems in place ensuring data compliance and policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement. Since establishing the Trust in 2017 the annual external audits have all been deemed 'unqualified'
- LETTA's CFO has 7 years experience in the role



4. Strategic goal for financial and operational rigour

Educational success founded on a strong financial and operational model that ensures every penny impacts positively on our learners

Objectives	Key performance indicators (KPIs)
4.1 To continue to develop the central operations team introducing new roles to support across schools as the Trust grows	4.1.1 Fully costed feasibility study (affordability and need) on central operations structure 4.1.2 Graded JDs and person specifications for new roles in place 4.1.3 Timely and successful recruitment to new posts
4.2 Intelligent and bespoke benchmarking process in place using the IMP software and the ICFP tool	4.2.1 Benchmarking process in place for staffing that factors in the unique circumstances of the Trust 4.2.2 Reports from IMP software enable trustees to fully understand the operational performance of the Trust including predictions 4.2.3 ICFP supports HTs to make decisions about staffing
4.3 To make savings by consolidating contracts across joining schools including tendering for high value contracts	4.3.1 Where possible contracts have been consolidated across all schools 4.3.2 All contracts represent best value 4.3.3 Tendering processes carried out for high value contracts fully compliant
4.4 To create and implement an effective marketing strategy to ensure learner numbers remain stable	4.4.1 Stable pupil numbers in school 4.4.2 Structural change (staffing) in place where numbers have fallen in a school 4.4.3 Comprehensive marketing strategy aimed at maintaining pupil numbers fully embedded
4.5 To roll out effective collaborative estates management to new schools and manage the transition from CIF to SCA funding	4.5.1 Premises team working across new joiners (except PFI schools) 4.5.2 Joining school fully integrated into Planned maintenance programme 4.5.3 Successful SCA formula negotiation 4.5.4 Full statutory testing and health and safety compliance across new joiners
4.6 To oversee the effective transition from PFI contracts to retain high standards of collaborative estates management across the Trust	4.6.1 Transition strategy document in place 4.6.2 Employ team member with PFI expertise to oversee the transition process 4.6.3 LETTA estates management strategy fully in place in ex-PFI schools
4.7 To maximise the use of technology including AI to ensure	4.7.1 Training for team members 4.7.2 LETTA ethical AI policy document in place



that administrative processes across the Trust are efficient	4.7.3 Paperless operational processes including in school offices 4.7.4 All processes compliant with data protection regulation
4.8 To effectively project manage the joining process for new schools from application to onboarding	4.8.1 Train member of central operations team to project manage academy conversion process 4.8.2 Communication strategy in place covering each communication with stakeholders throughout the process 4.8.3 Onboarding strategy document in place including timeline and actions

“If you’re always trying to be normal, you will never know how amazing you can be.”

Maya Angelou



Related documents:

- Trust Education Development Plan - 5 year cycle updated annually
- School Improvement Plans - updated annually
- Strategic Plan for School Improvement Team - 3 year plan
- School Improvement Strategy
- Strategic Plan for Finance - updated annually
- Strategic Plan for HR - updated annually
- Strategic Plan for Estates - updated annually
- Pupil Premium Spending Strategies - updated annually
- Growth Plan

“The role of a creative leader is not to have all the ideas; it’s to create a culture where everyone can have ideas and feel that they’re valued.”

Ken Robinson
